

Rationale

Religious Education is locally managed by the Standing Advisory Council for Religious Education (SACRE). It consists of three committees: namely representatives of the area's main religious traditions, teachers representatives and LEA representatives. SACRE's main function is to, 'advise the LEA on religious worship related matters in county schools and with the religious education that is to be provided in accordance with an agreed syllabus that the LEA will refer to the council or as the council sees fit'. (1988 Education Reform Act and.11(1)(a))

It is Gwynedd SACRE's view that this advice should be based on current information and that hopefully the following guidelines will enable headteachers to support SACRE in their responsibilities.

In the past, Gwynedd SACRE has monitored religious education and collective worship through:

- reviewing ESTYN inspection reports;
- an analysis of teachers assessments and LEA secondary school examination results;
- obtaining regular reports from schools service/local advisory representatives;
- invite teachers and headteachers to share examples of good practices with SACRE members.

The new ESTYN Inspection Framework will no longer refer to Religious Education and collective worship. Gwynedd SACRE is therefore eager to utilize headteachers and teachers current procedures and practices when preparing for the new Inspection Framework. At the Gwynedd SACRE meeting that was held on 13 October 2010, it was resolved that SACRE would fulfil its statutory responsibilities through inviting schools to share their self-evaluation of RE, collective worship and pupils spiritual and moral development with the members.

Primary and secondary schools are kindly requested to present a summary of the school's self-evaluation for the attention of the clerk of Gwynedd SACRE during the year when the school will be receiving an ESTYN inspection.

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Since 2008, SACRE's throughout Wales have either adopted or adapted the National Model Framework for Religious Education (APADGOS, 2008) as their locally agreed syllabus. Members of the Religious Education National Advisory Panel have welcomed this consistency across Wales as it has enabled them to collaborate to prepare mutually common guidelines for schools and SACREs. Several SACRE's in Wales have adopted a similar procedure or process to the one that is outlined in this document.

Name of School : Pennal

Religious Education

Key Question 1: How good are outcomes in Religious Education?							
<ul style="list-style-type: none"> Self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils. <ul style="list-style-type: none"> Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results. 							
References: Estyn Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education							
Standards in Religious Education – progress in learning							
<ul style="list-style-type: none"> A good response to ideas including aspirations, opinion and regulations both verbally and in writing. They discuss and mention similarities and differences between Jews and Christianity. 							
Areas for Development							
<ul style="list-style-type: none"> Think and teach more independently, using ideas and strategies that have received thorough deliberation. Enrich the learning with more real experiences. 							
Excellent		Good	✓	Adequate		Unsatisfactory	

Key Question 2: How good is provision in Religious Education?							
<ul style="list-style-type: none"> Self-evaluation should take the following indicators into account: time allocated to the subject, subject-based information, specialization and professional development of teachers, suitability of the programme of study and range of learning resources used. An evaluation of lesson observations and pupils work enables headteachers and heads of department to reach an opinion on quality of RE lessons at the school, and the extent to which pupils are encouraged and urged to achieve high standards. Primary schools should refer to the ‘People, Beliefs and Questions’ provision for learners at the Foundation Phase as well as RE at KS2. Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education). 							
References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education							
The teaching: planning and range of strategies							
<ul style="list-style-type: none"> The plans are current with current requirements. There is a designated period to teach the subject at both key stages. The specialization of an experienced teacher is utilized to teach the subject throughout the school. Pupils provide input, a range of experiences and opportunities to develop the full-rounded child. Pupils will be aware of the big global questions and fulfil purposeful tasks appropriately, imaginatively and maturely. A broad range of assessment for learning methods are used as well as thinking skills techniques to ensure that pupils lead the learning. Such as a diamond grid to organize ideas on how to show creativity, GED grid and thinking map to record that which they know and wish to know. 							
Areas for development							
<ul style="list-style-type: none"> There is a need to increase subject resources and artefacts so as to support the learning and teaching. 							
Excellent		Good	✓	Adequate		Unsatisfactory	
Collective Worship							

Key Question 2: How good is the provision for collective worship?		
Does collective worship meet statutory requirements?	Yes ✓	No
References: ESTYN Inspection Framework Section 2.3.1, ‘Supplementary guidance on inspecting Collective Worship in non-denominational schools’ (ESTYN, September 2010), ‘Religious Education and Collective Worship’ (Welsh Office Circular 10/94)		
Good features in relation to the features of Collective Worship		
<ul style="list-style-type: none"> Pupils reflect and express themselves well when discussing values. An appropriate procedure that promotes an ethos of reflection at the collective worship sessions that develop an awareness and empathy towards world natural disasters and local events. Raise awareness of matters that they can personally relate to. There is a tradition of lighting candles in memory of loved ones they have lost. Place a ‘post-it’ around the small 		

altar in their memory.

Areas for development in relation to quality of Collective Worship

- Provide increased opportunities to hold sessions of worship at every key stage so as to encourage discussions on moral and contemporary matters for the child.

Excellent

Good



Adequate

Unsatisfactory

Signed: *Ellyw Evans*

(Headteacher)

Date: 22-9-11